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ABSTRACT

This manual provides forms and instruments to facilitate the evaluation and professional development planning of community college instructional supervisors (e.g., department chairs and program coordinators). The first section provides a self-evaluation checklist designed to assess the instructional supervisor's satisfaction with his/her competency and level of performance, time spent on activities, and the importance of activities with respect to the following areas: leadership in instruction, participation in college governance, establishing communications, model professional traits, personnel management, departmental finance and management, curriculum development and coordination, program evaluation, academic advising, participation in community service, assistance in planning facilities, student recruitment, and job placement. For each of these areas, a subset of responsibilities is delineated to aid the self-evaluation process. Next, a guide for the development of a professional growth action plan is presented. Then an instrument for the evaluation of the instructional supervisor by the dean or division head is provided, which covers the same areas and activities as the self-evaluation instrument, and an action plan is presented for completion by the dean or division head to improve supervisor performance. Finally, action plans for developing competency, enhancing performance, and improving time management are offered for the instructional supervisor. (HB)

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EVALUATION AND PROFESSIONAL DEVELOPMENT FOR THE INSTRUCTIONAL SUPERVISOR

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EVALUATION AND PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL SUPERVISORS

This guide was developed to facilitate self-evaluation, dean/division head evaluation, and professional development planning for the community college instructional supervisor. The evaluation instruments are based on the skill chart developed through the DACUM process by a representative group of instructional supervisors.

The instructional supervisors recognized that roles vary from one institution to another, and even among instructional units within the same college. Hence, the first response in the evaluation instruments evaluates whether or not a skill is important to the role of the instructional supervisor.

The second response evaluates the competency of the instructional supervisor in each role. Competent is defined as well qualified, possessing the knowledge required for functioning in the role, having the ability to apply knowledge and to problem-solve in the role.

The third response evaluates the performance of the instructional supervisor in each role. Performance is defined as effective execution of the role. For example, the instructional supervisor may be competent in conducting performance review sessions with faculty, but not be satisfied with his/her performance in this role because he/she conducts performance reviews only with full-time faculty and not with part-time.

The fourth response evaluates satisfaction with time devoted to the role. Responses in this column will enable the instructional supervisor to establish time priorities in relation to those roles which should have greater or lesser significance. For example, the supervisor may feel that performance reviews with faculty would be more effective if conducted twice a year rather than once a year.

In responding to the evaluation instruments consider faculty to include all full-time and part-time faculty teaching in the department, on or off-campus, day and evening. Personnel include clerical staff and/or work study students within the department.

This guide includes:

- DACUM Chart of Competencies and Skills
- Self-Evaluation Instrument for Instructional Supervisors
- Developing An Action Plan for Professional Growth
- Dean/Division Head Evaluation Instrument for Instructional Supervisors
- Action Plan for Performance Review of Instructional Supervisor
- Action Plan for Developing Competency
- Action Plan for Enhancing Performance
- Action Plan for Improved Time Management

THE FIRST-LINE INSTRUCTIONAL SUPERVISOR in a two-year college, under such titles as Department Head or Chairperson, and Program Coordinator, manages the resources and supervises the instructional process in an instructional unit hereafter referred to in the following skills analysis as the "department."

MODEL COMPETENCIES AND SKILLS OF THE FIRST-LINE INSTRUCTIONAL SUPERVISOR

Competencies	Supporting Skills
A. Provide leadership in the instructional process	A-1. Follow college policy for faculty evaluation A-2. Monitor faculty performance A-3. Use classroom observation skills A-4. Analyze the needs of the faculty A-5. Counsel faculty on instructional improvement A-6. Apply motivation theory A-7. Encourage professional development A-8. Provide resources for faculty development A-9. Analyze feasibility of different instructional methods
B. Participate in college governance	B-1. Maintain policy and procedures within department B-2. Formulate with faculty members recommendations for policy B-3. Recommend policy/procedure changes to administration or other negotiators B-4. Represent the interests of department to the administration B-5. Participate as an administrative team member B-6. Serve on college committees
C. Establish and maintain communications	C-1. Practice active listening skills C-2. Speak effectively C-3. Write effectively C-4. Use nonverbal communication effectively C-5. Demonstrate tact, patience, and political awareness C-6. Use persuasion skills C-7. Establish goals, expectations, and rapport at different levels C-8. Administer and interpret college policies C-9. Interact with team members C-10. Conduct meetings C-11. Mediate conflicts C-12. Give and receive feedback C-13. Keep administration informed C-14. Communicate faculty concerns, requests, and recommendations to administration C-15. Use mass media effectively C-16. Interpret and use informal lines of communications (i.e., "grapevine")

Competencies	Supporting Skills
D. Model professional traits	D-1. Develop and maintain credibility D-2. Practice time management and organizational skills D-3. Practice problem solving skills D-4. Exhibit leadership qualities D-5. Participate in professional growth activities D-6. Demonstrate awareness of legal and professional guidelines/ethics D-7. Support and participate in college functions
E. Manage department personnel	E-1. Determine personnel needs E-2. Make recommendations for hiring full-time personnel E-3. Select and hire part-time faculty and staff E-4. Orient new personnel to college E-5. Assign teaching and non-teaching responsibilities to faculty (i.e., workload) E-6. Orient faculty to their new assignments E-7. Supervise department non-teaching personnel E-8. Follow administrative procedures (i.e., promotions, tenure, firing) E-9. Evaluate performance of staff E-10. Counsel staff E-11. Provide professional development opportunities
F. Manage department finance	F-1. Project long-term budget plan F-2. Establish priorities and rationale F-3. Develop an annual budget F-4. Negotiate budget requests with administration F-5. Realign priorities and rationale F-6. Administer and adjust budget F-7. Expend resources within limits of budget F-8. Keep records and files of expenditures F-9. Administer auxiliary accounts F-10. Provide necessary information to administration as requested F-11. Re-assess long-term plan
G. Manage department equipment, materials, and supplies	G-1. Develop long-range plans G-2. Assess needs G-3. Establish priorities G-4. Follow appropriate procedures for acquisition of supplies and equipment G-5. Keep inventory G-6. Maintain file of equipment manuals G-7. Supervise maintenance and replacement of equipment G-8. Maintain safety standards G-9. Maintain security of equipment, supplies, and materials G-10. Monitor internal usage of supplies/materials G-11. Assign equipment to appropriate location

Competencies	Supporting Skills
H. Facilitate curriculum development	H-1. Assist in conducting surveys H-2. Conduct an occupational analysis H-3. Utilize advisory committee input H-4. Involve faculty in revision and development H-5. Meet state minimum requirements H-6. Oversee special accreditation requirements H-7. Coordinate entry-level prerequisites H-8. Coordinate curriculum with other departments H-9. Articulate with secondary schools and colleges H-10. Follow appropriate procedures for approval and implementation H-11. Supervise the course planning process H-12. Plan term-by-term courses H-13. Provide information for school catalog H-14. Maintain files of course syllabi H-15. Recommend variances to meet student needs H-16. Keep curriculum current
I. Evaluate the program	I-1. Develop an evaluation plan I-2. Monitor student enrollment I-3. Monitor attrition I-4. Conduct follow-up surveys I-5. Involve advisory committee I-6. Assist with external evaluations (i.e., state, licensure, accrediting agencies) I-7. Recommend appropriate action to administration I-8. Review each course regularly
J. Coordinate curriculum course schedule	J-1. Build and coordinate department schedule J-2. Determine class size J-3. Order textbooks and teaching materials J-4. Monitor registration J-5. Revise department schedule J-6. Resolve schedule conflicts J-7. Provide information for planning
K. Coordinate and assist in academic advising	K-1. Assign faculty advisors to students K-2. Supervise the advising process K-3. Advise students K-4. Maintain student files K-5. Counsel students on academic/personal problems K-6. Advise students on career opportunities K-7. Provide/serve as student club sponsor K-8. Serve on student hearing committees K-9. Provide information about resources and services available to students K-10. Screen prospective students K-11. Participate in student orientation programs K-12. Coordiante space-limited programs with appropriate department office

Competencies	Supporting Skills
L. Work with department advisory committee	L-1. Establish an advisory committee L-2. Explain to committee members their role and function L-3. Serve as ex-officio member L-4. Arrange the meeting L-5. Provide administrative services for the committee L-6. Provide the college administration with committee meeting minutes L-7. Review recommendations of advisory committee L-8. Implement appropriate committee recommendations L-9. Provide feedback to the committee about its recommendations L-10. Coordinate program activities with committee members who represent special interest groups
M. Support and participate in public/community service	M-1. Project professional attitude and college image (as college's representative) M-2. Develop continuing education classes M-3. Work with REPS from industry M-4. Speak to interest groups M-5. Support community projects M-6. Provide information and resources to community M-7. Support professional and service organizations in the community M-8. Serve on external advisory committees M-9. Perform general public relations functions
N. Assist in planning facilities	N-1. Report problems to appropriate department N-2. Maintain safety standards N-3. Plan for replacement/renovation of facilities N-4. Recommend construction of new facility N-5. Plan functions of new facility N-6. Recommend off-campus locations N-7. Coordinate use of facilities at affiliated sites N-8. Assign faculty offices
O. Assist in student recruitment	O-1. Keep college counselors informed O-2. Assist in the design and production of brochures and/or mass media communications O-3. Participate in career days and/or exhibits O-4. Maintain contacts with secondary school counterparts O-5. Design and supervise workshops/seminars for prospective students O-6. Assist with on-campus visitations O-7. Counsel non-traditional students

Competencies	Supporting Skills
P. Coordinate job placement for student "interns"	P-1. Maintain contact with potential employers P-2. Maintain student files P-3. Complete contract and training agreements P-4. Supervise or coordinate visits to co-op job sites P-5. Coordinate the evaluation of the intern and the learning experience
Q. Assist in job placement of graduates	Q-1. Maintain contact with potential employers Q-2. Work with placement office and/or internal industrial representatives Q-3. Schedule company interviews

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NAME _____

DATE _____

SELF-EVALUATION FOR INSTRUCTIONAL SUPERVISOR

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
A. PROVIDE LEADERSHIP IN THE INSTRUCTIONAL PROCESS												
1. Follow college policy for faculty evaluation												
2. Monitor faculty performance												
3. Use classroom observation skills												
4. Analyze the needs of the faculty												
5. Counsel faculty on instructional improvement												
6. Apply motivation theory												
7. Encourage professional development												
8. Provide resources for faculty development												
9. Analyze feasibility of different instructional methods												
B. PARTICIPATE IN COLLEGE GOVERNANCE												
1. Maintain policy and procedures within department												
2. Formulate with faculty members recommendations for policy												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
3. Recommend policy/procedure changes to administration or other negotiators												
4. Represent the interests of department to the the administration												
5. Participate as an administrative team member												
6. Serve on college committees												
C. ESTABLISH AND MAINTAIN COMMUNICATIONS												
1. Practice active listening skills												
2. Speak effectively												
3. Write effectively												
4. Use nonverbal communication effectively												
5. Demonstrate tact, patience, and political awareness												
6. Use persuasion skills												
7. Establish goals, expectations, and rapport at different levels												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
8. Administer and interpret college policies												
9. Interact with team members												
10. Conduct meetings												
11. Mediate conflicts												
12. Give and receive feedback												
13. Keep administration informed												
14. Communicate faculty concerns, requests, and recommendations to administration												
15. Use mass media effectively												
16. Interpret and use informal lines of communications (i.e., "grapevine")												
D. MODEL PROFESSIONAL TRAITS												
1. Develop and maintain credibility												
2. Practice time management and organizational skills												
3. Practice problem solving skills												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
4. Exhibit leadership qualities												
5. Participate in professional growth activities												
6. Demonstrate awareness of legal and professional guidelines/ethics												
7. Support and participate in college functions												
E. MANAGE DEPARTMENT PERSONNEL												
1. Determine personnel needs												
2. Make recommendations for hiring full-time personnel												
3. Select and hire part-time faculty and staff												
4. Orient new personnel to college												
5. Assign teaching and non-teaching responsibilities to faculty (i.e., workload)												
6. Orient faculty to their new assignments												
7. Supervise department non-teaching personnel												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
8. Follow administrative procedures (i.e., promotions, tenure, firing)												
9. Evaluate performance of staff												
10. Counsel staff												
11. Provide professional development opportunities												
F. MANAGE DEPARTMENT FINANCE												
1. Project long-term budget plan												
2. Establish priorities and rationale												
3. Develop an annual budget												
4. Negotiate budget requests with administration												
5. Realign priorities and rationale												
6. Administer and adjust budget												
7. Expend resources within limits of budget												
8. Keep records and files of expenditures												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
9. Administer auxilary accounts												
10. Provide necessary information to administration as requested												
11. Re-assess long-term plan												
G. MANAGE DEPARTMENT EQUIPMENT, MATERIALS, SUPPLIES												
1. Develop long-range plans												
2. Assess needs												
3. Establish priorities												
4. Follow appropriate procedures for acquisition of supplies and equipment												
5. Keep inventory												
6. Maintain file of equipment manuals												
7. Supervise maintenance and replacement of equipment												
8. Maintain safety standards												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
9. Maintain security of equipment, supplies, and materials												
10. Monitor internal usage of supplies and materials												
11. Assign equipment to appropriate location												
H. FACILITATE CURRICULUM DEVELOPMENT												
1. Assist in conducting surveys												
2. Conduct an occupational analysis												
3. Utilize advisory committee input												
4. Involve faculty in revision and development												
5. Meet state minimum requirements												
6. Oversee special accreditation requirements												
7. Coordinate entry-level skill prerequisites												
8. Coordinate curriculum with other departments												
9. Articulate with secondary schools and colleges												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
10. Follow appropriate procedures for approval and implementation												
11. Supervise the course planning process												
12. Plan term-by-term courses												
13. Provide information for school catalog												
14. Maintain files of course syllabi												
15. Recommend variances to meet student needs												
16. Keep curriculum current												
I. EVALUATE THE PROGRAM												
1. Develop an evaluation plan												
2. Monitor student enrollment												
3. Monitor attrition												
4. Conduct follow-up surveys												
5. Involve advisory committee												
6. Assist with external evaluations (i.e., state licensure, accrediting agencies)												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
7. Recommend appropriate action to administration												
8. Review each course regularly												
J. COORDINATE CURRICULUM COURSE SCHEDULE												
1. Build and coordinate department schedule												
2. Determine class size												
3. Order textbooks and teaching materials												
4. Monitor registration												
5. Revise department schedule												
6. Resolve schedule conflicts												
7. Provide information for planning												
K. COORDINATE AND ASSIST IN ACADEMIC ADVISING												
1. Assign faculty advisors to students												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
2. Supervise the advising process												
3. Advise students												
4. Maintain student files												
5. Counsel students on academic/personal problems												
6. Advise students on career opportunities												
7. Provide/serve as student club sponsor												
8. Serve on student hearing committees												
9. Provide information about resources and services available to students												
10. Screen prospective students												
11. Participate in student orientation programs												
12. Coordinate space-limited programs with appropriate department office												
L. WORK WITH DEPARTMENT ADVISORY COMMITTEE												
1. Establish an advisory committee												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
2. Explain to committee members their role and function												
3. Serve as ex-officio member												
4. Arrange the meeting												
5. Provide administrative services for the committee												
6. Provide the college administration with committee meeting minutes												
7. Review recommendations of advisory committee												
8. Implement appropriate committee recommendations												
9. Provide feedback to the committee about its recommendations												
10. Coordinate program activities with committee members who represent special interest groups												
M. SUPPORT AND PARTICIPATE IN PUBLIC/COMMUNITY SERVICE												
1. Project professional attitude and college image (as college's representative)												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
2. Develop continuing education classes												
3. Work with REPS from industry												
4. Speak to interest groups												
5. Support community projects												
6. Provide information and resources to the community												
7. Support professional and service organizations in the community												
8. Serve on external advisory committees												
9. Perform general public relations functions												
N. ASSIST IN PLANNING FACILITIES												
1. Report problems to appropriate department												
2. Maintain safety standards												
3. Plan for replacement/renovation of facilities												
4. Recommend construction of new facility												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
5. Plan functions of new facility												
6. Recommend off-campus locations												
7. Coordinate use of facilities at affiliated sites												
8. Assign faculty offices												
0. ASSIST IN STUDENT RECRUITMENT												
1. Keep college counselors informed												
2. Assist in the design and production of brochures and/or mass media communications												
3. Participate in career days and/or exhibits												
4. Maintain contacts with secondary school counterparts												
5. Design and supervise workshops/seminars for prospective students												
6. Assist with on-campus visitations												
7. Counsel non-traditional students												

	THIS IS IMPORTANT TO MY ROLE			I AM SATISFIED WITH MY LEVEL OF COMPETENCE IN THIS SKILL.			I AM SATISFIED WITH MY LEVEL OF PERFORMANCE IN THIS SKILL.			I AM SATISFIED WITH TIME SPENT IN THIS ACTIVITY.		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
P. COORDINATE JOB PLACEMENT FOR STUDENT "INTERNS"												
1. Maintain contact with potential employers 2. Maintain student files 3. Complete contract and training agreements 4. Supervise or coordinate visits to co-op job sites 5. Coordinate the evaluation of the intern and the learning experience												
Q. ASSIST IN JOB PLACEMENT OF GRADUATES												
1. Maintain contact with potential employers 2. Work with placement office and/or internal industrial representatives 3. Schedule company interviews												

DEVELOPING AN ACTION PLAN FOR PROFESSIONAL GROWTH

Review your responses within each of the major categories.

From those major categories which are most important to your role, list the three categories where you feel most satisfied with your competency and performance. There are areas where you might act as mentor to colleagues who are seeking to increase competency and enhance performance.

1. _____

2. _____

3. _____

From those major categories which are most important to your role, list the two categories which you feel are most immediately in need of increasing competency.

1. _____

2. _____

From those major categories which are most important to your role and where you are satisfied with your level of competency, list the two categories which you feel are most immediately in need of enhancing performance.

1. _____

2. _____

From those major categories which are most important to your role, list two categories where you feel you should be spending more time.

1. _____

2. _____

Are you spending too much time in activities not important to your role? List two activities where you feel you are spending too much time.

1. _____

2. _____

PERCEPTION	PLAN OF ACTION
If a skill is important to your role and you are only somewhat or not satisfied with your level of competency	Write a professional development plan for in-service activities that will help to increase your level of competency. In-service activities could include: a. course work for credit b. continuing education through attendance at workshops, seminars, conferences c. an internship or mentor relationship with a person who possesses the competency you wish to develop d. reading books or journal articles or other independent study strategies e. most important, application and practice of the content you are exposed to through other in-service activities
If you are satisfied with your level of competence in those skills important to your role, but only somewhat or not satisfied with your level of performance in a skill	Establish objectives that will help to enhance your level of performance in that skill.
If you are only somewhat or not satisfied with time spent in an activity	Establish priorities and schedule activities to increase your satisfaction with time spent on activities.

Your dean/division head should complete the form for evaluating your role, competencies, and performance. After the dean/division head has completed the form, it is important that you spend some time with him/her in a performance review session to compare perceptions.

PERCEPTION	PLAN OF ACTION
If the perception of the dean/division head of what is important to your role differs from your perception	Work with your dean/division head and other administrators in the college to clarify your role.
If the perception of the dean/division head of your level of competency in those skills important to your role differs from your perception	Negotiate for consensus, then agree on a professional development plan that will help to increase your level of competency.
If the perception of the dean/division head of your level of performance in a skill differs from your perception	Negotiate for consensus, then agree on objectives for enhancing your level of performance.
If the perception of the dean/division head on level of satisfaction with time spent on an activity differs from your perception	Negotiate for consensus, then establish priorities and schedule activities that will increase the satisfaction of you and your dean/division head with time spent on an activity.

NAME OF INSTRUCTIONAL SUPERVISOR BEING EVALUATED

_____

DEAN/DIVISION HEAD EVALUATION OF INSTRUCTIONAL SUPERVISOR

DATE _____

	THIS IS IMPORTANT TO THE ROLE OF THIS INSTRUCTIONAL SUPERVISOR			I AM SATISFIED WITH THE LEVEL OF COMPETENCY OF THIS INSTRUCTIONAL SUPERVISOR			I AM SATISFIED WITH THE LEVEL OF PERFORMANCE OF THIS INSTRUCTIONAL SUPERVISOR			I AM SATISFIED WITH TIME SPENT BY THIS INSTRUCTIONAL SUPERVISOR IN THIS ACTIVITY		
	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
A. PROVIDE LEADERSHIP IN THE INSTRUCTIONAL PROCESS												
1. Follow college policy for faculty evaluation												
2. Monitor faculty performance												
3. Use classroom observation skills												
4. Analyze the needs of the faculty												
5. Counsel faculty on instructional improvement												
6. Apply motivation theory												
7. Encourage professional development												
8. Provide resources for faculty development												
9. Analyze feasibility of different instructional methods												
B. PARTICIPATE IN COLLEGE GOVERNANCE												
1. Maintain policy and procedures within department												
2. Formulate with faculty members recommendations for policy												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
3. Recommend policy/procedure changes to administration or other negotiators												
4. Represent the interests of department to the the administration												
5. Participate as an administrative team member												
6. Serve on college committees												
C. ESTABLISH AND MAINTAIN COMMUNICATIONS												
1. Practice active listening skills												
2. Speak effectively												
3. Write effectively												
4. Use nonverbal communication effectively												
5. Demonstrate tact, patience, and political awareness												
6. Use persuasion skills												
7. Establish goals, expectations, and rapport at different levels												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
8. Administer and interpret college policies												
9. Interact with team members												
10. Conduct meetings												
11. Mediate conflicts												
12. Give and receive feedback												
13. Keep administration informed												
14. Communicate faculty concerns, requests, and recommendations to administration												
15. Use mass media effectively												
16. Interpret and use informal lines of communications (i.e., "grapevine")												
D. MODEL PROFESSIONAL TRAITS												
1. Develop and maintain credibility												
2. Practice time management and organizational skills												
3. Practice problem solving skills												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
4. Exhibit leadership qualities												
5. Participate in professional growth activities												
6. Demonstrate awareness of legal and professional guidelines/ethics												
7. Support and participate in college functions												
E. MANAGE DEPARTMENT PERSONNEL												
1. Determine personnel needs												
2. Make recommendations for hiring full-time personnel												
3. Select and hire part-time faculty and staff												
4. Orient new personnel to college												
5. Assign teaching and non-teaching responsibilities to faculty (i.e., workload)												
6. Orient faculty to their new assignments												
7. Supervise department non-teaching personnel												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
8. Follow administrative procedures (i.e., promotions, tenure, firing)												
9. Evaluate performance of staff												
10. Counsel staff												
11. Provide professional development opportunities												
F. MANAGE DEPARTMENT FINANCE												
1. Project long-term budget plan												
2. Establish priorities and rationale												
3. Develop an annual budget												
4. Negotiate budget requests with administration												
5. Realign priorities and rationale												
6. Administer and adjust budget												
7. Expend resources within limits of budget												
8. Keep records and files of expenditures												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
9. Administer auxilary accounts												
10. Provide necessary information to administration as requested												
11. Re-assess long-term plan												
G. MANAGE DEPARTMENT EQUIPMENT, MATERIALS, SUPPLIES												
1. Develop long-range plans												
2. Assess needs												
3. Establish priorities												
4. Follow appropriate procedures for acquisition of supplies and equipment												
5. Keep inventory												
6. Maintain file of equipment manuals												
7. Supervise maintenance and replacement of equipment												
8. Maintain safety standards												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
9. Maintain security of equipment, supplies, and materials												
10. Monitor internal usage of supplies and materials												
11. Assign equipment to appropriate location												
H. FACILITATE CURRICULUM DEVELOPMENT												
1. Assist in conducting surveys												
2. Conduct an occupational analysis												
3. Utilize advisory committee input												
4. Involve faculty in revision and development												
5. Meet state minimum requirements												
6. Oversee special accreditation requirements												
7. Coordinate entry-level skill prerequisites												
8. Coordinate curriculum with other departments												
9. Articulate with secondary schools and colleges												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
10. Follow appropriate procedures for approval and implementation												
11. Supervise the course planning process												
12. Plan term-by-term courses												
13. Provide information for school catalog												
14. Maintain files of course syllabi												
15. Recommend variances to meet student needs												
16. Keep curriculum current												
I. EVALUATE THE PROGRAM												
1. Develop an evaluation plan												
2. Monitor student enrollment												
3. Monitor attrition												
4. Conduct follow-up surveys												
5. Involve advisory committee												
6. Assist with external evaluations (i.e., state licensure, accrediting agencies)												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
7. Recommend appropriate action to administration												
8. Review each course regularly												
J. COORDINATE CURRICULUM COURSE SCHEDULE												
1. Build and coordinate department schedule												
2. Determine class size												
3. Order textbooks and teaching materials												
4. Monitor registration												
5. Revise department schedule												
6. Resolve schedule conflicts												
7. Provide information for planning												
K. COORDINATE AND ASSIST IN ACADEMIC ADVISING												
1. Assign faculty advisors to students												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
2. Supervise the advising process												
3. Advise students												
4. Maintain student files												
5. Counsel students on academic/personal problems												
6. Advise students on career opportunities												
7. Provide/serve as student club sponsor												
8. Serve on student hearing committees												
9. Provide information about resources and services available to students												
10. Screen prospective students												
11. Participate in student orientation programs												
12. Coordinate space-limited programs with appropriate department office												
L. WORK WITH DEPARTMENT ADVISORY COMMITTEE												
1. Establish an advisory committee												

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2. Explain to committee members their role and function												
3. Serve as ex-officio member												
4. Arrange the meeting												
5. Provide administrative services for the committee												
6. Provide the college administration with committee meeting minutes												
7. Review recommendations of advisory committee												
8. Implement appropriate committee recommendations												
9. Provide feedback to the committee about its recommendations												
10. Coordinate program activities with committee members who represent special interest groups												
M. SUPPORT AND PARTICIPATE IN PUBLIC/COMMUNITY SERVICE												
1. Project professional attitude and college image (as college's representative)												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
2. Develop continuing education classes												
3. Work with REPS from industry												
4. Speak to interest groups												
5. Support community projects												
6. Provide information and resources to the community												
7. Support professional and service organizations in the community												
8. Serve on external advisory committees												
9. Perform general public relations functions												
N. ASSIST IN PLANNING FACILITIES												
1. Report problems to appropriate department												
2. Maintain safety standards												
3. Plan for replacement/renovation of facilities												
4. Recommend construction of new facility												

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	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
5. Plan functions of new facility												
6. Recommend off-campus locations												
7. Coordinate use of facilities at affiliated sites												
8. Assign faculty offices												
0. ASSIST IN STUDENT RECRUITMENT												
1. Keep college counselors informed												
2. Assist in the design and production of brochures and/or mass media communications												
3. Participate in career days and/or exhibits												
4. Maintain contacts with secondary school counterparts												
5. Design and supervise workshops/seminars for prospective students												
6. Assist with on-campus visitations												
7. Counsel non-traditional students												

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P. COORDINATE JOB PLACEMENT FOR STUDENT "INTERNS"												
1. Maintain contact with potential employers 2. Maintain student files 3. Complete contract and training agreements 4. Supervise or coordinate visits to co-op job sites 5. Coordinate the evaluation of the intern and the learning experience												
Q. ASSIST IN JOB PLACEMENT OF GRADUATES												
1. Maintain contact with potential employers 2. Work with placement office and/or internal industrial representatives 3. Schedule company interviews												

ACTION PLAN FOR PERFORMANCE REVIEW OF INSTRUCTIONAL SUPERVISORS

Review your responses within each of the major categories.

From those major categories which are most important to the role of the instructional supervisor, list the three categories where you feel the instructional supervisor is most competent and performs best.

You will want to begin your performance review by emphasizing these strengths and comparing your perception of competency with the perception of the instructional supervisor from his/her self-evaluation.

In those areas where you and the instructional supervisor agree that he/she is most competent and performs best, you may want to encourage mentor relationships between the instructional supervisor and colleagues who need to increase competency and enhance performance in those same areas.

Strengths

1. _____

2. _____

3. _____

4. _____

5. _____

From those major categories which are most important to the instructional supervisor's role, list the two categories which you feel are most immediately in need of increasing competency.

1. _____

2. _____

3. _____

4. _____

From those major categories which are most important to the instructional supervisor's role and where you are satisfied with his/her level of competency, list the two categories which you feel are most immediately in need of enhancing performance.

1. _____

2. _____

3. _____

4. _____

From those major categories which are most important to the instructional supervisor's role, list two categories where you feel he/she should be spending more time.

1. _____

2. _____

3. _____

4. _____

Is the instructional supervisor spending too much time in activities not important to his/her role? List two activities where you feel he/she is spending too much time.

1. _____

2. _____

ACTION PLAN FOR PERFORMANCE REVIEW OF INSTRUCTIONAL SUPERVISORS

After completing the evaluation of the instructional supervisor, plan a performance review session with the instructional supervisor. He/she should have completed the self-evaluation form. You will want to compare your perceptions about role, level of competency, time spent and level of performance with the perceptions of the instructional supervisor.

PERCEPTION	PLAN OF ACTION
If your perception of what is important to the instructional supervisor'r role differs from the perception of the instructional supervisor	Work with other administrators and the instructional supervisor to clarify the role.
If your perception of the instructional supervisor's level of competency in those skills important to his/her role differs from the perception of the instructional supervisor	Negotiate for consensus and then agree on a professional development plan that will help the instructional supervisor to increase his/her level of competency. The professional development plan could include in-service activities such as: a. course work for credit b. continuing education through attendance at workshops, seminars, conferences c. a mentor relationship with a person who possesses the competency in need of development d. reading books or journal articles or other independent study strategies e. application of content learned through other in-service activities
If your perception of the instructional supervisor's level of performance in a skill differs from the perception of the instructional supervisor	Negotiate for consensus and then agree on objectives for enhancing the level of performance in the skill.
If your perception of the level of satisfaction with time spent by the instructional supervisor differs from the perception of the instructional supervisor	Negotiate for consensus, then agree on priorities and a time schedule that will increase the level of satisfaction for you and the instructional supervisor.

I. ACTION PLAN FOR DEVELOPING COMPETENCY

Competency to be developed	Activities	Proposed dates for activities	Institutional support needed	Expected Outcomes
1.	a.			
	b.			
	c.			
2.	a.			
	b.			
	c.			

RESULTS/OUTCOMES RELATED TO COMPETENCY/ACTIVITIES

Competency/ Activity	Date Completed	Changes in Knowledge, Skills, Attitudes	Demonstrated Applications of Knowledge, Skills, Attitudes	Changes Resulting from Application of Knowledge, Skills, Attitudes or Other Final Results
1. a.				
b.				
c.				
2. a.				
b.				
c.				

II. ACTION PLAN FOR ENHANCING PERFORMANCE

Objectives for enhancing performance	Date of re-evaluation	Evidence of improved performance
1.		
2.		

III. ACTION PLAN FOR IMPROVED TIME MANAGEMENT

I plan to spend less time	Approx. amt. per week	I plan to spend more time	Approx. amt. per week	Date of Re-Evaluation	Results/Outcomes of New Time Priorities
1.					
2.					

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